

EOCEP English 1 2015 Data Review

Areas of Concern

The EOCEP 2015 spring assessment of English 1 was based on Common Core State Standards which were the adopted standards in South Carolina at that time.

Based on results from the 2015 spring administration of the English 1 end-of-course assessment, only two areas of concern were found. Students may need further instruction in the following areas:

Reading Standards for Literature

(Craft and Structure)

Standard 9-10 RL. 5 – Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Suggestion: Students need further instruction in determining how an author structures or organizes story elements in fiction (characters, setting, problem/solution, plot) and the impact of those elements on the text.

Writing Standards

(Research to Build and Present Knowledge)

Standard 9-10 W.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

Students seem to misunderstand when an inquiry should be narrowed or broadened. An inquiry topic may need to be narrowed (example: automobiles v. hybrid-automobiles) so that a student understands the particular focus of the topic. When researching, students should construct questions that would yield the most information. See example below:

Which research question would yield the **most** information about the history of Bonsai?

- A. Is the Bonsai art form an ancient tradition?
- B. Where were Bonsai trees originally found?
- C. Did Bonsai trees exist in more than one country?
- D. How did the Bonsai art form first develop and spread?

Key D

Note: Options A, B, & C are not broad enough topics (all three of these questions may be answered in only one or two words).

Suggestion: Students may need further instruction in and opportunities to engage in the inquiry/research process in all content areas. Teachers may refer to the EOCEP Teacher's Guide with Sample Items to view types of Inquiry items aligned to the South Carolina College and Career Ready Standards.